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ABSTRACT

An annotated bibliography is presented for educational administration students interested in equity issues for women pursuing administrative careers. The bibliography focuses primarily on schools and higher education. Comparative studies of men and women in terms of leadership, philosophy, personality, and other variables are included. Issues of race, gender, and class are posed about higher education programs, women's studies departments, training opportunities, and barriers and strategies identified. Issues in foreign countries and the field of nursing are also covered. The 43 works that are included were identified through a computer search conducted in January 1988 of the ERIC, Psychological Abstracts, and Dissertation Abstracts databases. The works included in the bibliography cover the years 1972-1987. (SW)

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A SELECTIVE BIBLIOGRAPHY UPDATE ON WOMEN IN ADMINISTRATION

By:
Joseph P. Caliguri
Jack P. Krueger

University of Missouri - Kansas City
School of Education

Summer 1988

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

The development of political influences affecting the administration of public schools and higher education have been highly documented in the literature since the 1960's. Specifically, crucial questions in regard to race, gender, and class in American Society have raised concerns about equity issues especially for women pursuing administrative careers.

In this context, a selective bibliography has been organized for educational administration students interested in further study on these issues. The bibliography was acquired from a computer search conducted in January, 1988 of the ERIC, Psychological Abstracts, and Dissertation Abstracts data bases. The selective bibliography contains ERIC abstracts (1972-1985); Psychological abstracts, (1984-1987); an abstract of the Humboldt Journal of Social Relations, (1974); Dissertation Abstracts International (1973-1986); and Microfiche abstracts, (1979-1986).

The content of the selective bibliography focuses primarily on schools and Higher Education. Comparative studies of men and women in terms of leadership, philosophy, personality and other variables are included.

Finally, issues of race, gender, and class are posed about higher education programs, women's studies departments, training opportunities, and barriers and strategies identified.

It should also be noted that public school reform legislation has raised new concerns about administrative control over curriculum, a decided emphasis toward quantifiable results, and the use of standardized testing reflecting a narrowing definition of education, and an increasing bypassing of the issues on class, race, gender, and power.

Problems of equal opportunity relate most directly to the traditional roles of men and women respectively rather than any limitations associated with gender. It is clear that women have and continue to demonstrate talents and competencies in a widening range of fields and occupations. This is clearly being demonstrated in educational administration.

It is also clear at this time that there has not been enough change within institutional structure to stimulate, support, and sustain women's new roles and the new roles that are evolving for men.

BIBLIOGRAPHY

Schools

Anderson, P.R. (1974). Woman's Place and the Educational Labeling Process. Humboldt Journal of Social Relations, 1 (2), 93-101.

Surveyed books, articles, and government documents to produce evidence that the sexist labels about superiority-inferiority, success-failure, legitimacy-illegitimacy created by institutions and organizations are followed and disseminated by the schools. These labels are involved in school tracking, guidance, and other socializing practices. It is concluded that social control of women arises from the link between the institutionalization of consciousness and the ritualistic bureaucratic responses.

Bailey, L.G. (1986). An Analysis of Gender Differentials in Twenty-seven Motivational Variables Influencing Career Aspirations of Teachers and Administrators, Dissertation Abstracts International, 48, 258. (University Microfilms No. ADG87-08049. 8708.)

This study investigated a range of motivational variables which might lead individuals to become educational administrators. Identified and reported are those variables which are viewed by teachers who comprised the pool from which most future administrators are drawn. Twenty-seven items were identified and used on an instrument, designed by the writer. The null hypothesis for statistical differences between male and female educators was tested on each of the 27 items at the .05 level of significance, using multivariate analysis of variance and the test of simple main effects.

A 20% sample of randomly selected male and female administrators produced 371 responses. The instrument was sent to a total of 1042 educators in the state of North Carolina during the spring of 1986 with a response rate of 75%.

It was hypothesized that no significant differences would exist for sex, status, or the interaction of these upon each other for each of the 27 motivators. However, based upon several variables selected for the study, 14 differences appeared to separate the sexes. Compared with male educators, female educators viewed several motivators more negatively. They are: (1) Increased public scrutiny; (2) Negative public reaction; (3) Less time for summer vacations; (4) Being subjected to greater psychological pressures associated with teacher evaluation; (5) Work with athletic personnel and programs; (6) Career family conflicts; (7) Responsibility for disciplinary actions.

Compared with male educators, female educators viewed the following motivators most positively. They are: (1) Possibility of earning higher annual salary; (2) Possibility of influencing academic achievement; (3) Opportunity to improve morale; (4) Opportunity to achieve positive recognition; (5) Probability of fewer teaching responsibilities; (6) Likelihood of being supported by co-workers; (7) Opportunity for professional growth.

In view of these findings, it seemed appropriate to conclude that female educators represented in this study were not as motivated as male educators to seek administrative positions because of the inherent conflicts associated with the nature of administrative work itself or the collective self-concepts of these women which did not find expression in the kinds of administrative

tasks that exist in educational administration today.

The study also notes however, that women who are currently administrators hold many views similar to male administrators and appear atypical of women educators in general. (Abstract shortened with permission of author.)

Bell, J.M. (1977). An Assessment of Leadership Behaviors of Female Administrators in an Urban School District (Doctoral dissertation, University of Pittsburgh). Dissertation Abstracts International, 38, 7104.

The purposes of this study were: 1) to develop a rationale for the assessment of leadership behaviors of female urban administrators, and 2) to assess these behaviors using a sample of faculty and female administrators from the urban schools.

The Leadership Behavior Description Questionnaire (LBDQ) was used to assess the performance of female urban administrators. This study was conducted in 21 elementary schools. A total of nineteen administrators and 101 faculty members participated in this study.

Data were obtained from each of the twelve subscales of the Leadership Behavior Description Questionnaire and consisted of 1) the total score assigned to each administrator and 2) each administrator's self-rating.

For each subscale of the LBDQ, three types of analyses were performed on the ratings provided by female faculty, male faculty, and administrators: 1) an overall assessment, 2) a comparison of the administrator's self-rating and the mean rating provided by the female faculty within that school, 3) a comparison of the ratings provided by the female faculty within each school.

The following Null Hypotheses were presented in this study: 1. There will be no significant difference in the male and female faculties' assessment of female leadership in the twelve areas as defined by the Leadership Behavior Description Questionnaire. 2. There will be no significant difference in how the male faculty members assess their female administrator and how that administrator assesses her behavior in the twelve areas as defined by the Leadership Behavior Description Questionnaire. 3. There will be no significant difference in how the female faculty members assess their female administrator and how that administrator assesses her behavior in the twelve areas as defined by the Leadership Behavior Description Questionnaire. According to the data analyzed by the LBDQ, the Null Hypotheses could not be rejected by this study.

Furthermore, the investigator concluded that sex is not an intervening variable in the assessment of female administrators but the self perception of the administrator's behavior on specific scales in particular schools is substantially different from the faculty's assessment within each school. Also, the investigator finally concluded that the faculty in one school perceived their administrator as performing with limited capabilities in her leadership role.

In the final section of this study, data collected from personal interviews which were conducted with fourteen female administrators in the school system is presented. The interview format explored several dimensions of the career experiences of these administrators prior to their becoming principals.

According to the results of the data, the investigator concluded the following: 1) that the period of time which elapsed between the administrator's initial appointment as teacher and their subsequent appointment to a principalship is great and 2) that the female administrator's initial appointment seems to be received at the 35-40 year old range.

Edson, S.K. (1988). Pushing the Limits. The Female Administrative Aspirant. Albany, NY: State University of New York.

By providing new understanding and insights into the backgrounds and experiences of women pursuing administrative careers in education, Pushing the Limits fills a critical void in the existing literature. Sakre Edson's five-year investigation documents the accounts of 142 nonminority and minority women across the United States seeking administrative roles - an area of public school responsibility where women remain underrepresented.

Edson's book is unique in its focus on aspirants - those women currently preparing and competing for principalships and other top administrative positions - rather than on established female administrators or on women who have chosen not to aspire beyond the classroom. The female teachers, graduate students, and entry-level administrators quoted here give voice to the struggles would-be female school executives face, and their experiences and reflections not only question the impact of the women's movement and equity legislation upon employment practices, but serve to illuminate the problems of wo
men and minorities excluded from managerial ranks in professions outside of education. Throughout the work one theme prevails: As they push the limits of this traditional male bastion, these women are confident in their abilities to succeed and even to excel in managing the nation's schools.

Garnett, P.F. (1985). A Comparative Study of Male and Female School Board Members' Attitudes Toward Women Administrators in the State of Florida. Dissertation Abstracts International, 46(12), 3549. (University Microfilm No. ADG86-03288. 8606).

Although legislation regarding women's rights has been passed in recent years, it has had little effect on the number of women in educational administration. This dissertation was undertaken to compare the attitudes of male and female school board members toward women in administrative positions in the state of Florida.

The test instrument was the Women as Managers Scale (WAMS) developed by Peters, Terborg, and Taynor in 1974 for the purpose of detecting biased attitudes toward women in various organizations. This was a self-administered questionnaire sent to 100 percent of the school board members in the state of Florida for 1982-83 as listed in the Florida Education Directory. Seventy-three percent of the board members returned the questionnaire, with 65 percent returning full information. There were 160 males and 61 females included in the study. Responses came from 65 of the 67 counties.

Information was obtained regarding age, sex, size of school district, and level of education in addition to the twenty questions of the questionnaire which covered four different attitude factors. Using the SPSS formula for analysis of variance, each dependent variable was used in an analysis with each independent variable to determine if any specific factor could be a possible cause of the attitudes reported.

The null hypotheses stated that there would be no significant change in the attitudes of male and female school board members toward women in administration regardless of age or level of education. The results of the survey showed that there was a difference between male and female board members' attitudes; however, the results of the analysis of variance tests for interactions of age, sex, and educational level were not significant at the .05 Alpha level. Sex was the only significant variable, but since sex differences in attitudes among Florida school board members were not significantly dependent upon age or educational level, the null hypotheses could not be rejected. Males were consistently more negative than females in their perceptions of women as managers across the age and educational level intervals used in the study.

Johnson, F.D.H. (1978). The Relationship Between Rule Administration and the Leadership Behavior of Black Male and Female Urban Elementary School Principals.

This investigation was undertaken to test the relationships among rule administration behavior (how principals administer school rules), leadership behavior, and the sex of black elementary school principals. Twenty principals were subjects, with 200 teachers supplying responses to the Rule Administration Scale (RAS) and the Leadership Behavior Description Questionnaire (LBDQ). The results showed that female principals were perceived by their teachers as more representative and more punishment-centered than males in their administration of the rules. In terms of leader behavior, the females were rated higher than the males in representation, demand reconciliation, persuasiveness, initiation of structure, role assumption, production emphasis, predictive accuracy, integration, and superior orientation. Both male and female principals perceived themselves to be stronger leaders than their faculty members perceived them to be.

Landon, G.L. (1975). Perceptions of Sex Role Stereotyping and Women Teachers' Administrative Career Aspirations (Doctoral dissertation, The University of Wisconsin - Madison). Dissertation Abstracts International, 36, 1214-1215.

Even a cursory review of existing data reveals that women are underrepresented in educational administration; that is, there are fewer women in administrative positions than could reasonably be expected by their availability. The question this study addressed is why this dearth of women in administration exists, by exploring the relationships between women teachers' perceptions of selected attitudinal and situational variables and their intentions to seek positions in educational administration.

The theory upon which this investigation was based suggested that there are two factors, interacting in complex ways, responsible for the paucity of women in educational administration: the first is that women have been denied access to leadership positions in education by discriminatory employment practices; the second, which provided the conceptual framework for this study, is that due to the effects of acculturation and socialization, women do not aspire to such posts.

Although the underutilization of women in top and middle management obtains nationally and in virtually all segments of the educational enterprise, the scope of this study was limited to the secondary women teachers in one state. A random sample of 206 participants from 162 of Wisconsin's 436 school

districts served as the basis for generalizing the study's findings to over nine thousand women teachers. To measure the extent to which women teachers have been socialized to accept sterotypes about the woman's role in society and in the social system of the public school as well as to identify the relationships of these perceptions to their administrative career aspirations, an instrument entitled the Career Decision Questionnaire (CDQ) was designed. The instrument also included seventeen personal descriptor items to determine associations between these variables and women's intentions to become administrators.

Stepwise multiple linear regression analyses were employed to identify relationships between nine major attitudinal variables -- career satisfaction, confidence, motivation, family role ideologies, occupational sex biases, formative sex typing, recruitment/hiring/promotion opportunities, staff relations, and socio-sexual ideologies--and administrative career aspiration. Background data were analyzed using descriptive statistical techniques, correlations and t-tests of significance, and analyses of variance. The probability level for all tests of statistical significance was established at $p \leq .05$.

The results of this research failed to provide unqualified substantiation of the general hypothesis that women's acceptance of sex stereotyped role definitions are responsible for their underrepresentaion in educational administration. Only three of the nine major factors exhibited statistically significant associations with career aspirations, and there was reasonable support for concluding that although only a small percentage of female teachers has applied for administrative postions to date, there exists a substantial pool of potential women candidates for the positions in administration that will be open in Wisconsin in the near future.

Statistically significant relationships were not found between respondents' administrative aspirations and their religion, the type of community in which they were employed, or their reasons for working outside the home. The following conclusions were drawn, based upon relationships that did evidence statistical significance: as age and years of teaching experience increase and as political preferences become more conservative, aspiration tends to decrease. Moreover, married and non-White female teachers and those who have already applied for administrative posts appear to be more aspiring than their unmarried, Caucasian counterparts who have never applied.

While the findings of this investigation did suggest that the acceptance of sex role sterotyping was not a major determinant in women's career decisions about entering administration, the results were inconclusive in respect to identifying the reasons for their underutilization in the field. Accordingly, it is important that further research be conducted to accumulate a base of empirically tested data upon which policy to establish equity for women in education can be formulated and implemented.

McLure, G.T. & McLure, J.W. (1976). Women and Educational Administration. Humanist Educator, 14(4), 188-193.

After presenting reasons for the decline in the number of women educational administrators, the article summarizes strategies to improve opportunities for women in this field. Questionnaire respondents (N=75) concluded that changes were needed most in formal training programs and inservice/preservice preparation to improve educational administration opportunities for women.

Morrissey, W.M. (1973). The Status and Perceptions of Women School Board Members in Indiana (Doctoral dissertation, Indiana University, 1972). Dissertation Abstracts International, 34, 1037-1038.

The necessary healthy human relationships which are so fundamental and vital to the successful operation of any organization are likely to be absent when certain principals in the organization begin to realize that they are being exploited or patronized. One of the intentions of this study was to determine whether sex prejudice might affect the operation of the policy making group for American schools, and local school board.

The purpose of this study was to examine in depth the status women have as they serve on Indiana school boards. Also, the study was designed to learn something about the perceptions which women school board members have concerning their role, function, and relationships as they serve on boards of education.

A two-part questionnaire was designed to gather the data from Indiana's 97 women school board members. The first 17 items were designed to elicit background information and the last 30 items were a series of perceptions to which the women board members responded in terms of agreement, disagreement, or uncertainty. Sixty-eight percent of the women board members returned usable questionnaires.

The chi square technique was used to determine if there were any significant relationships at the .05 level between the women board members' responses to the 30 perceptions and the demographic variables of years of experience as a board member, age, marital status, area, and highest level of educational attainment.

The principal findings which emerged as a result of the study were:

1. Only a minority of Indiana school board women, or 27.7 percent, have witnessed sex prejudice in school board thinking and policy-making.

2. Women who have only a few years of experience on school boards are likely to suspect the superintendent of having a bias against women.

3. Women board members under the age of 39, and those past the age of 49, believe that men who engage in professional business activities are likely to have a better understanding of school board affairs than those women who are housewives.

4. Women board members from small towns tend to suspect the superintendent of having a bias in favor of men when board leadership is the issue.

5. Women board members with the least education tend to discount the value of professional experience on the part of women board members as a means of gaining proficiency above and beyond non-professional men board members.

The analysis of the data received in the study resulted in the following conclusions concerning Indiana school board women and their perceptions concerning their role, relationships, and functions as school board members:

1. Indiana women board members typically do not believe that they are discriminated against.

2. A limited amount of sex prejudice is believed to exist although: women with more experience, and those who are older, are less likely to think so; less educated women appear to discount the value of experiences, the lack of which may have conceivably affected their status adversely; while the study involved only women, it could be true that an equal percentage of men could be found to feel that discrimination exists against them for reasons other than sex when board committees are formed and officers are selected.

The PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey.(1986). PEER Policy Paper #4.

Findings of a state-by-state survey of sex equity information relevant to Title IX of the Educational Amendments and the Women's Educational Equity Act (WEEA) are presented in two sections. The first section contains background on Title IX and WEEA and a synopsis of research findings vis-a-vis female representation in interscholastic sports, school administration, computer education, and vocational education. The second section presents statistical findings in chart form. Charts are included on female participation in interscholastic sports; senior high school coaches; superintendents; assistant superintendents; senior high school principals; junior high school principals; computer using teachers at elementary, junior high school, and senior high school levels; and computer programming teachers at the elementary, junior high school, and senior high school levels. Each chart shows numbers of males and females, percentage, and rank by state.

Samuelson, L. (1985). Women and Educational Management: Access to the Profession, New York City Board of Education, 1958-1981. Dissertation Abstracts International, 46 (11-A), 3216-3217.

A large body of research has been devoted to the underrepresentation of women in administrative positions in education in proportion to their number. However, the literature does indicate that some women have been successful in obtaining access to upper level positions in management. In New York City, for example, although women are underrepresented in administrative positions, there are a small number of women who have acceded to positions of principal and superintendent. This study focuses on that small number of women who attained upper level administrative positions in education in New York City, and the factors that facilitated or impeded their success.

The studies by Hennig (1970) and Hennig and Jardim (1977) provided a model for this study since their approach focused on successful women in management. Their studies noted that several factors contributed to or impeded access to upper level positions. This study sought to conceptualize factors related to socialization experiences, structural influences, and strategies. The literature, the analysis of the pilot study which was conducted as part of this research and the further analysis of the results of a closed-ended questionnaire containing 46 items as well as questions relating to demographic characteristics disclosed three related factors as critical in facilitating and hindering success.

The Crosstabulation Program of the Statistical Package for the Social Sciences (Nie, Hill, Jenkins, Steinbrenner, and Brent, 1975), was used to analyze the data. Frequency distributions were obtained for all 46 items and the demographic data in the questionnaire.

The subjects of this study perceived themselves to have been largely unsupported in their career aspirations by their early socialization and by their familial circles. They relied on self-confidence, professional competence and sheer perseverance. In contrast to other successful women there is no evidence that they had significant support from mentors.

They attained their upper level administrative positions at what appeared to be personal costs in terms of marriage or family.

Shakeshaft, C.S. (1979). Dissertation Research on Women in Educational Administration: A Synthesis of Findings and Paradigm for Future Research. Dissertation Abstracts International, 40 (12), 6455. (University Microfilms No. ADG80-11994. 0000).

Stephanz, V.L. (1981). Major Obstacles to Women's Progress in Educational Administration: A Comprehensive Overview of Major Influences, Developing Trends, Conclusions to Be Drawn, and Recommendations. (Doctoral Dissertation, George Peabody College for Teachers of Vanderbilt University, 1979). Dissertation Abstracts International, 41 (9-A), 3826.

The purpose of this study was to develop a comprehensive viewpoint of the major obstacles to the progress of women in educational administration by developing a synthesis of important ideas from studies in the field. Women's leadership behavior and the status of women in the workforce, as well as major historical, psychological, sociological, and economic influences upon the underrepresentation of women in educational administration were reviewed. The study concluded with indications of negative and positive forces in current trends and a list of recommendations for action to increase the percentage of women in school leadership.

Sex-roles are reinforced in the public schools through the role positions of men and women educators; dominant male authority in schools conditions an acceptance as natural of the division of labor between homemaker and worker. Women who plan careers in administration lack role models upon which to pattern their careers, mentors to encourage and guide them, and training adequate for achievement in the work world. Fewer women than men aspire to school administrative posts, fewer women prepare themselves for such positions, and fewer women than men are appointed to leadership. School board members and superintendents generally prefer men for administrators; many women perceive their sex to be a major deterrent to opportunities for promotion. Studies of women as educational leaders have found no valid reason based on sex to prefer men to women as school administrators.

Women are underrepresented in managerial positions in business and government as well as in schools, earning lower salaries and achieving fewer leadership positions than men of equal educational preparation. Laws and court rulings have not improved the relationship of women in educational administration to a more nearly equal representation with men. A large proportion of those qualified for administrative positions are women; the number of women being hired for these jobs or for jobs leading to such positions seems to be decreasing. Even with qualifications and experience, women remain in entry-level positions in administration. Women who achieve administrative posts often find themselves in a "token" position, with attendant high visibility, overachievement, pressures to excel, and isolation in a male environment.

Recommendations to increase women's representation in educational administration include appointment to such positions of several women at a time to help avoid tokenism's negative effects; provision for temporary administrative appointments to encourage women to aspire; and flexible scheduling of work-time to enable women to deal with family responsibilities while pursuing a career. School systems should train women to be administrators through internships and other practical methods emphasizing teamwork and other management skills; school boards should actively recruit women as administrators to provide role methods for children; inservice education should teach teachers to recognize and combat sexism in the classroom.

Colleges should provide courses about sexism, women's studies, and development of leadership capabilities in women. Graduate schools should recruit women for their education faculty. Counselors should be trained to help girls and women to aspire to broader work options.

Women should train and apply for administrative positions, help other women to achieve, resist sex discrimination, and join with other women in cooperative professional, political, and social endeavors. Title IX should be strictly enforced, affirmative action plans developed and implemented and educational employment opportunity supported in court actions and through passage of the Equal Rights Amendment.

Survey: Attidues Toward Women as School District Administrators. Summary of Responses to a Survey of a Random Sample of Superintendents and School Board Presidents (1981). Washington, D.C.: Department of Education. (BBB17528).

A survey sample of superintendents and school board presidents in districts across the United States, stratified into four groups according to district size, provides data concerning the effects of the attitudes of those responsible for hiring school district administrators on the professional opportunities for women in the field. The two instruments used were the Women as School District Administrators (WASDA) survey, which contained items specific to administrative positions within education, and the Science Research Associates (SRA) Opinion Survey for Men and Women, which elicited opinions about women as employees in any occupation. Responses to individual items of the WASDA survey indicate that administrators generally agree that women can be effective in educational administration. However, analysis of individual items reveals a significant percentage of male administrators who disagree. Data from the SRA survey suggest that superintendents may be more accepting than school board presidents of women in the work setting. The authors do not draw implications from the research in this report, but in addition to presenting all responses they highlight those of some significance and identify the characteristics of the respondents.

Title IX Line (1983-1985). Title IX Line, 3-5. Washington, D.C.: Department of Education. (ERIC No. ED DOO 001).

"Title IX Line" is a periodic publication of The Center for Sex Equity in Schools, a desegregation assistance center funded by the U.S. Department of Education pursuant to Title IV of the 1964 Civil Rights Act. Each issue is devoted to a separate topic. This compilation of 9 sequential issues treats the following themes: (1) vocational issues; (2) women in administration; (3)

comparative analysis of sex equity in the U.S. and Great Britain; (4) sexual harassment; (5) American women and work; (6) sex equity as a public policy issues; (7) women and sports; (8) comparable worth; and (9) women in literature: historical images of work.

Whitten, J.E. (1975). Women Teachers' Perceptions Concerning Career Aspirations of the Elementary Principalship in Selected Schools in Texas (Doctoral dissertation, University of Houston). Dissertation Abstracts International, 36 (5-A), 2566-2567.

The purpose of the study was to determine the perceptions of women elementary teachers toward the elementary principalship as these perceptions reflected career aspirations. A review of the literature indicated that on national and state levels the number of women entering the elementary principalship was decreasing. Because of this continuing decline, the study sought to determine if women teachers who were aspiring and those who were not had significant relationships when the predictor variable, achievement motivation, was correlated with each of the twelve variables of managerial talent as measured by the Self-Description Inventory (S-DI) and with both variables measured by the Leader Behavior Description Questionnaire - Ideal form (LBDQ).

In an effort to discount discriminatory hiring practices and to account for female role model influences upon women teachers, it was necessary to choose school districts where a large number of women were employed as elementary principals. Aldine, Cypress-Fairbanks, and Spring Branch Independent school districts in Harris County, Texas, had a total of 33 women elementary principals out of a possible 48.

From a list of women-administered elementary schools, approximately one-half of the elementary schools in each district were drawn. From these schools, 15 women teachers were randomly selected and invited to participate in the study. Thus, the total population consisted of 270 women elementary teachers and 33 women elementary principals. Again by random procedure, 33 women teachers were drawn for each of the two teacher groups while the women elementary principals formed the third comparative group.

The LBDQ-Ideal form, developed by the Personnel Research Board at Ohio State University in 1957, identified perceptions of an "ideal" female leader's behavior. The questionnaire consisted of 40 items which measured two dimensions of leader behavior -- initiating structure and consideration.

The S-DI, developed by E.E. Ghiselli, examined traits and attitudes which played a part in managerial talent. This inventory of 64 pairs of adjectives, assessed and measured 13 different managerial traits.

An aspiration scale served as a valid measure of career aspirations since it discriminated between those women elementary teachers who were and were not aspiring to the elementary principalship.

Fourteen variables, twelve measured by the S-DI and two measured by the LBDQ, when correlated with all the predictor variable, achievement motivation, formed the null hypotheses. Two statistical treatments, Pearson "r" and "Zr" transformations determined if the null hypotheses were rejected or accepted at the .05 level of significance on a two-tailed test. Additional treatments of the data, One Way Analysis of Variance and Duncan's Multiple-Range test, determined between which groups significant differences occurred on each variable.

Higher Education

Apostolon, S.F. (1980). Training Women for Educational Leadership: An Impact Assessment of An Extra-Institutional Workshop. Dissertation Abstracts International, 41 (5), 2326. (University Microfilms No. ADG80-24072).

The statistics are conclusive: women continue to be under-represented at all levels of educational administration. Over the past ten years affirmative action efforts have done little to advance women into, and in, educational administration. This study attempted to determine if a short-term extra-institutional training program can so demystify administrative roles and increase knowledge of structural phenomena that women participants can be stimulated to action-steps which facilitate their professional growth and career advancement.

Data analysis draws on 91 questionnaires returned by workshop participants, in-depth interviews with 20 respondents, unsolicited correspondence from participants, frequent contacts with workshop coordinators, participant-observations of workshop presentations. The sample studied, attended any one of five workshops, Choice for Change, between August 1977 and July 1978. They were a diverse group of women with a broad range of professional experience and academic preparation.

The objective of the workshop was three-fold: (1) to demystify administration: help the women realize the skills and competencies are within their capacity to learn; (2) to increase their knowledge of structural determinants of behavior; (3) to move the women to action-steps that can facilitate their professional growth and career advancement.

As an ex post facto study, this research effort explored both perceptual and behavioral effects over time - five to eighteen months after the women returned to their professional setting.

A number of findings are reported. First, it was concluded that a short-term extra-institutional training program can demystify administration and increase knowledge of structural factors in ways that can stimulate women participants to action-steps and strategies which facilitate their professional growth and career advancement; second, that training programs can serve as an important vehicle for providing professional women contacts with role models absent from their work-setting; that these contacts serve to enhance self-concepts, increase expectations and stimulate supportive behavior among women. Finally, the data suggest that training programs can use a cognitive approach to break down the effects of structural barriers and alter women's attributions of their professional status.

Implications suggest the need for short-term training programs for men and for administrators (men and women), with a priority on projects emphasizing organizational analysis and system contraints; the need to train clusters of women from the same institution; the need for training programs, institutionally sponsored, that are committed to identifying, developing and rewarding professional talent; the need for more impact studies on training programs as forces of intervention, including long-term follow-up; the need for increased funding to support and facilitate the development and dissemination of training programs.

Arter, M.H. (1974). The Role of Women in Administration in State Universities and Land-Grant Colleges. (ERIC No. ED 086 085).

This study investigated the role of women in the administration of state universities and lang-grant colleges. Findings and conclusions were based on 146 usable responses from chief officers of multi-campus institutions and 101 responses from women in top-level administrative positions. Results of the questionnaire indicated: (1) There is a relationship between the position of women in top-level administration and the birthplace of their fathers, the occupation of their mothers, whether or not they have children, the provision for child care, the number of years devoted to childbearing, what they thought helped them gain their positions, to whom they were directly responsible, and their reasons for working. (2) There is a relationship between the academic rank of women in top-level administration and their ages, the type of institutions attended at the master's and doctoral level, the reception of financial aid at the master's level, the number of positions held, the number of states in which worked, what they thought helped them gain their positions, for what they were responsible, and their reasons for working. (3) There is a relationship between the salary of women in top-level administration and the geographical regions of employment and birth, the occupation of their fathers, the education of their mothers, the type of institution attended at the master's and doctoral level, the holding of a doctoral degree, what they thought helped them gain their positions, to whom they were directly responsible, for what they were responsible, whether they carried out policy or transmitted decisions, and the availability of tenure as administrators.

Benedetti, C.R. (1975). Similarities and Differences in the Leadership Styles and Personal Characteristics of Women in Educational Administration and Women in Business Administration (Doctoral dissertation, Western Michigan University). Dissertation Abstracts International, 36 (3-A), 1188-1189.

The purpose of this study was to determine if there were similarities or differences in the leadership styles and personal characteristics of women in educational administration and women in business administration. The study also had an emphasis on investigating the problem as to why there are so few women administrators in top-level positions in both these areas.

The population in this study consisted of 150 women in educational administration, selected from the current edition of Who's Who in America, and 150 women in business administration, selected from the current edition of Who's Who in Trade and Industry. Women, in both areas, listed as president, vice-president, owner, assistant vice-president, editor, partner, dean, director, manager or other corresponding titles, were selected.

The instruments used to gather data in this study were: The Leadership Opinion Questionnaire, developed by researchers at Ohio State University, designed to give scores on two leadership dimensions - Consideration (human relations) and Structure (task-orientation); and a Biographical Questionnaire, developed by the investigator, designed to gather information in three areas -- personal characteristics, professional characteristics and job opinions.

The data analysis consisted of Chi-Square analysis, t-test analyses, and descriptive techniques.

The data showed the average woman in educational administration in this study to be 50 years of age, and if married, she had been so for 6.2 years with an average of .7 children; 31 percent of the education women were married. She was employed for a university with an average of 1,850 employees and earned an average salary of $23,300.

The average woman in business administratin in this study was 47 years of age, and if married had been so for over 10 years with an average of .9 children; 76 percent of the business women were married. She was employed by a firm with an average of less than 250 employees and earned an average salary of $22,400.

The data suggested that there were differences between women in educational administration and women in business administration. Several of these differences reached statistical significance: 1. More single women were found in the group of women in education. 2. Of those women who were married, women in business tended to be married for a longer period of time. 3. More women in education had fathers who were employed at the professional level. 4. Women in business were employed by smaller organizations than women in education. 5. Women in education were receiving a higher average salary. 6. Women in education had achieved higher academic degrees. 7. Women in business had been at their present position for a longer period of time. 8. Women in education had published more papers for professional meetings. 9. Women in education scored higher on the Leadership Opinion Questionnaire on the dimension of Consideration. 10. Women in business scored higher on the Leadership Opinion Questionnaire on the dimension of Structure.

Bickel, S.L. (1981). Female Aspirants to Higher Education Administration: Barriers Anticipated, Strategies Utilized (Doctoral dissertation, University of Northern Colorado, 1980). Dissertation Abstracts International, 41 (12-A, Part 1), 4896-4897.

This study investigated perceptions of women aspiring to positions as higher education administrators. Information provided in the study identified: biographical and career planning information, barriers to employment and advancement anticipated by female doctoral students, methods and strategies new professional women intend to employ in order to overcome barriers, and those barriers women perceive as gender related.

Method. A survey instrument designed specifically for this study and personal interviews were used to collect information from women pursuing doctorates in higher education or student personnel administration. Requests for names and addresses of female doctoral students were made to 70 department chairpersons. Doctoral programs were identified through "Directory of Preparation Programs in Student Personnel" (1977) and "Graduate Programs and Admissions Manual" (1979-81).

From lists returned by 34 department chairpersons, a possible population of 473 women was identified and mailed survey instruments. Sixty-one percent (N=289) of the survey instruments were returned and found to be complete and usable. Interviews were conducted with nine survey participants in order to amplify data collected, clarify attitudes and perceptions indicated by responses on the survey instrument, and create a broader understanding by the researcher of data collected. Data collected were used to describe the population in terms of biographical and career planning data, determine the percentage of respondents agreeing with each barrier and strategy for

themselves and for men, determine the differences in those perceptions women hold for themselves and for men, and determine differences in responses by selected variables.

Discussion of Findings. Forty-two percent of the women in this study were 31-39 years of age. Fifty percent indicated they were married. These women are equally or more committed to their career goals as to their personal goals (81%). As opposed to information gathered in past surveys of women in higher education administration, these women aspire to upper level administrative positions. They perceive as barriers: (1) conflicts created by attempts to balance career, marriage and family; (2) lack of female role models; and (3) inability to penetrate the old boys network. The women surveyed are attempting to overcome barriers by developing their own competencies, seeking support from friends and professionals, and encouraging changes within organization structures and systems to better accommodate professional women. The women, as a group, did not perceive most barriers identified in the survey as affecting most women. However, they did evidence a belief that barriers have more of an affect on women than men. Both age and number of years experience have apparent affect upon certain responses made by survey participants.

Recommendations. (1) Efforts must be made to assist the dual career family through counseling services, day care facilities, flexible work schedules, job sharing and part time positions. (2) Educational efforts must be made to eliminate sexual discrimination and sex role stereotyping. (3) Efforts must be made by men in important networks to incorporate women into their informal systems and to more often serve as mentors. (4) Increased efforts must be made by women to support younger or newer women within organizations. (5) In order to better manage conflict, created by dual career marriages, women must: (a) have husbands committed to egalitarian marriages; (b) stop attempts to be "superwomen", (c) delegate both domestic and professional responsibilites, and (d) maintain support networks.

Recommendations for further study: (1) survey both men and women to test preceptions women hold about barriers and strategies for men; and (2) pursue investigation of differences in perception evidenced by age and years of experience; and (3) conduct five and ten year follow up studies to determine if these women are achieving their career aspirations.

Bowker, J.E.T. (1981). A Comparison of University Faculty Men's and Women's Aspirations for Administrative Positions (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1980). Dissertation Abstracts International, 41, 4897A.

Since the mid-1960's women have been moving into previously male-dominated professions; one exception, however, has been the administrative hierarchies of universities throughout the United States. Within these institutions of higher education, women continue to hold a low proportion of the top-level administrative positions. Their low representation is often justified on the basis that women have little interest in assuming positions of leadership in college and university administration.

The purpose of this study was to determine if women faculty aspire to administrative positions in higher education in the same proportions as do men faculty. The study also sought to compare administrative levels to which both groups aspire and to compare the reasons they have for their interest, or lack

of interest, in obtaining an administrative position.

In addition, the variables of age, marital status, tenure status, year of tenure review, academic rank, years of teaching experience in higher education, previous administrative experience, and previous encouragement to apply for an administrative position were studied to determine whether they interacted with sex to produce an effect upon administrative aspirations.

The study involved all of the land-grant universities established by law in 1862 in the contiguous 48 states. The population included all professors with the rank of assistant or above from 18 departments typically found within Colleges of Arts and Sciences. From each university ten professors, six men and four women, were selected for the study sample. A four-part, four page questionnaire was developed for data collection. A 76 percent response rate provided a usable sample of 331, of which 192 were men and 139 were women.

The results of this study showed that men's and women's interests in assuming an administrative position did not differ statistically, however, a slightly higher proportion of women expressed administrative aspirations than did men. There was no difference in the administrative levels to which men and women aspired. While some professors were willing to begin at an assistant or staff position, most men and women sought a line office as their ultimate administrative goal.

Generally, men and women respondents held similar reasons for their interest in administration. Both men and women ranked the same three reasons in the same order of importance. They indicated that the primary reasons for their administrative interests were that (1) they would like the challenge of the decision-making aspect of an administrative position, (2) they felt they could ultimately help more people reach their educational goals, and (3) they believed that they could be a more effective administrator than many they knew.

Two out of eight personal and academic descriptor variables were found to have had a significant effect on the administrative interests of men and women respondents. Within the variable of age, men, ages 45-65, expressed little interest in an administrative position, while the women indicated a greater interest at this age level than any other group of men or women. Within the marital status variable, the administrative interests of married men were not as great as the interests of married women.

Respondents who reported that they had no interest in an administrative post often stated that they preferred continuing their work as teachers, researchers and/or writers. The second most strongly held position was that respondents did not like administrative responsibilities and/or the people who tended to serve as administrators.

Even though some statistical differences were reported, the consistent theme throughout the responses was one of similarity between men and women in their interests in acquiring positions of leadership on university campuses, thereby conclusively laying to rest the assumption that the low representation of women top level administrative positions in land-grant universities results from a lack of interested female candidates.

Green, M.F. (1984). Women and Minority Ace Fellows in the Ascent Toward Administrative Posts. Educational Record, 65 (3), 46-49.

Contends that the American Council on Education (ACE) Fellows Program has provided, since 1965, a successful way to help women and minorities acquire major administrative positions. 748 individuals have participated in 18 classes of Fellows. 35% of the 1st 15 classes were women and 16% were black. Research on these classes show that women and minorities were behind their white male counterparts in movement up the administrative ladder. A study of the career paths of the classes from 1978 to 1983 shows that Fellows are moving faster as a group up the administrative ladder and that women were moving as fast as men. Minority Fellows made progress in predominantly white institutions as well as black ones. Although the national trend is that fewer positions are opening up nationally at deanships and vice-presidencies in universities, the Ace Fellows program participants are moving at a fast pace. Also, although affirmative action has not improved the national picture dramatically, women and minority fellows have had success in getting into responsible leadership positions. It is concluded that concentrated efforts and institutional investment in exceptional individuals produces high-quality leaders of all kinds.

Hammond, P. & Adelman, C. (1981). Post-secondary and Adult Education: Current Activities and Directions at the National Institute of Education. (ERIC No. ED 198 301).

This document provides a review of the post-secondary and adult education activities (both current and planned) sponsored by the National Institute of Education's (NIE) three major program units. The first section focuses on activities of the Program on Educational Policy and Organization, including activities of the Post-secondary Organization and Management Studies Team, Post-secondary Education Finance Team, Post-secondary desegregation research program, Legal and Governmental Studies Team, and Vocational Education Studies Team. The second section describes activities of the Program on Teaching and Learning, which have three emphases: adult learning, adult career development, and assessment of adult development and educational programs affecting adults. In the third section activities of the Program on Dissemination and Improvement of Practice are discussed. These include the Educational Resources Information Center (ERIC) system and its sixteen clearinghouses and the Program to Increase the Participation of Minorities and Women in Educational Research and Development. The appendix is an annotated bibliography of recent NIE publications on post-secondary and adult education on these topics: general post-secondary; non-traditional post-secondary and adult learning; post-secondary organization, management, and finance; and women's studies.

Haun, H.T. (1975). A Study of Work Satisfaction and Dissatisfaction Among Selected Women Leaders in Higher Education. (Doctoral dissertation, The University of Tennessee). Dissertation Abstracts International, 36 (3-A), 1330.

The purpose of this study was to examine the sources of work satisfaction and dissatisfaction among women in higher education holding the title of department head or dean or performing primarily administrative functions in the central organizational hierarchy. The study was also concerned with whether any patterns of work satisfaction emerged according to type of

appointment, academic and nonacademic. Another purpose was to examine whether any patterns of work satisfaction occurred according to recency of appointment. The final purpose was to determine whether the sources of work satisfaction and dissatisfaction were bipolar for this group.

Thirty-one women in leadership positions in five universities were interviewed using a semistructured schedule which had been piloted and revised. The data gathered during the interviews were recorded in hand-writing and later were typed. Content analysis was performed on the data by the researcher and two trained judges, applying categories defined as significant in the literature. The codings inferred were marked as sources of satisfaction, of dissatisfaction, or as neutral. Percentages of agreement among the judges were calculated.

Tabulations were made of the total frequency of all codings, of codings as sources of satisfaction, and of codings as sources of dissatisfaction for the total sample and all subgroups for the study. These data were analyzed internally and in reference to the two-factor theory of Herzberg.

The findings and conclusions of the study were:
1. The primary satisfiers were achievement, content of the work, interpersonal relations, the possibility of growth, and job control.
2. Primary sources of dissatisfaction were university policy and administration, interpersonal relations, and content of the work.
3. There were no major variations in the patterns of satisfiers and dissatisfiers when the population was separated by type of appointment or by recency of appointment.
4. The two-factor theory of work satisfiers and dissatisfiers did not apply to the total sample or any of the subgroups studied.
5. The respondents tended to perceive male domination and institutional sexism in university life.
6. Persons interviewed did not have powerful line positions but were in staff positions and traditionally female fields.
7. The population studies constituted a relatively satisfied group, perhaps partially attributable to the recency of appointment of over half the sample.
8. In general, factors related to job content were far more important to these women as both satisfiers and dissatisfiers than were hygiene factors.
9. Hygiene factors occurred very infrequently with two exceptions: university policy and administration and interpersonal relations. The latter item when named was more frequently a satisfier.

Komives, S.R. & Evans, N.J. (1985). Administrative Challenges and Future Directions. New Direction for Student Services, 29, 91-103.

Discusses barriers to effective college programming for women, and suggests ways in which such programming can be encouraged. An action agenda is presented that describes areas for action that might improve the quality of experience for female students. The application of feminist principles to student affairs divisions is discussed, and suggestions for future research on women's development are provided.

Morgan, S. (1986). Intersection: Personal and Professional - A Women's Studies Administrator in a Rural Setting. Special Issue: Women's Studies Administrators: Personal and Professional Intersections. Women's Studies International Forum, 9 (2), 163-170.

Explores aspects of work as coordinator of a women's studies minor program, including lack of released time for coordinating the program, interactions between political activism on and off campus, effects of the rurality of the university situation, and connections between success of the program and women's support systems. The program continues because of consistent and energizing student interest and also because the campus provides a supportive environment, demonstrated by the presence of a women's studies committee and an administration that recognizes the validity of women-centered classes.

Moses, Y.T. & Jones, L.H. (1986). Doing the Job: Ethnic and Women's Studies in a Polytechnic University. Special Issue: Women's Studies Administrators: Personal and Professional Intersections. Women's Studies International Forum, 9 (2), 145-150.

Describes the role of the ethnic and women's studies department, a full academic department with minors in Afro-American, Asian/Pacific, American Indian, Chicano/Hispanic, and women's studies. The program provides general education as well as support courses for all majors on campus and presents scholarly and analytical analysis of issues of race, class, and gender. The department also participates in university governance and policymaking boards and committees to promote its goals.

Pittman, M.L.H. (1978). Women in Lay Governance: A Determination of Their Characteristics and Role Perceptions. (Doctoral dissertation, Southern Illinois University at Carbondale, 1977). Dissertation Abstracts International, 38 (11-A), 6453-6454.

The purposes of the research was to determine the characteristics and role of the identified women who served as members of lay governing boards for selected postsecondary institutions during the academic year of 1976-77 and to analyze the perceptions of the women in their role as trustees.

The study was limited to the women who served on boards of trustees for selected four-year colleges and universities which were accredited either by the North Central Association of Colleges and Secondary Schools or by the Southern Association of Colleges and Schools.

In terms of the demographic characteristics of the responding trustees, the research revealed that the women, in general, were middle-aged, white (only 16.3 percent were black), Protestant homemakers. On the average, they were fifty years old and had annual family incomes which exceeded fifty thousand dollars. For the most part, they were college graduates. More than forty percent (45.3 percent) held the bachelor's degree, and approximately one-third (31.4 percent) had received the master's degree. Nearly ten percent (9.3 percent) had been granted the doctorate. The trustees were women of high scholarship; had leadership experience on boards other than educational; were recognized for their achievements in the fields of business, government affairs, medicine, and science; and held interest in community affairs. Generally, they had not been involved in the political process of government beyond the level of workers in election campaigns.

Three women served as chairpersons of their boards, and more than thirty percent (31.4 percent) were chairpersons of committees. Nearly half (48.8 percent) reported that they were not involved beyond their membership.

The research revealed also that the responding trustees held certain perceptions about their roles as trustees: (1) The women members of the lay governing boards believed that the male members of the boards perceived the women to represent specific constituencies; (2) the responding trustees also perceived themselves to represent specific constituencies; (3) generally, the specific constituency they were perceived most often to represent was women.

Of the three levels of involvement in the decision-making process: (1) formulated and decided policies; (2) reviewed policies and advised those who were responsible for making decisions; and (3) approved or confirmed decisions made at other levels, the women members tended more often to perceive that they were involved in the decision-making process at the third level, approved or confirmed.

Most respondents would give considerable attention to the support and encouragement of women in higher education, with two exceptions: (1) They would give little or no attention to the appointment of a woman to the position of president of the institution which they help govern; (2) they would give little or no attention to the appointment of a woman to the position of vice president for fiscal affairs.

Shakeshaft, C. (1982). A Framework for Studying Schools as Work Settings for Women Leaders. (ERIC No. Ed 216 441).

This paper presents an analysis of research on women in educational administration, identifying the issues which have been treated, examining the methodological perspectives of the research, determining the quality of the research, and formulating a paradigm for future research on women in education. One hundred fourteen doctoral dissertations on women in educational administration completed and abstracted from January 1973 through January 1979 were studied. The author of a typical dissertation is a female feminist working with a male advisor. The typical dissertation investigates the profile of the woman administrator, is approximately 175 pages in length, and tests no hypotheses. The paper and pencil questionnaire survey is the primary method of data collection, with the results analyzed according to descriptive methods. The overall quality of the dissertations is not high. The lowest quality is found in the sampling plans and the highest quality in the reviews of the literature. Only 35.86 percent of the studies make an overall contribution to the literature. The only variables to have consistent relationships to the quality of the dissertations are research issues, data collection methods, and the feminist standing of the researchers.

Foreign Countries

Broadbent, R.F., Ed. (1984). Education Policy Making in Australia. January, 1984.

Thirteen papers and a speech address the theme of who makes education policy in Australia. Kwong Lee Dow's address assesses national planning in uncertain times and urges flexibility. John Steinle outlines the operation of Australian policy-making and recommends developing think tanks. Edward Holdaway analyzes the complex relationship between research and policy, concluding that research has a long term indirect impact. Alan Lindsay argues that broad social, political, and economic factors determine policy in higher education, and A. James Gaite and William Young consider the lack of influence of professional educators. Gareth Williams analyzes British educational policy. Four papers consider broader participation in making policy; Lady Anna Cowen discusses improving parent involvement, K.J. Austin Asche treats the role of the community, Brian Caldwell recommends a framework for effective school councils, and Margaret Bearlin probes the low participation of women in policy-making. The concluding reports discuss specific programs: Shirley Randell analyzes the policy-making process of the Schools Commission's Disadvantaged County Areas Program. Alan Randell reviews the application of Paulo Freire's theories to an Aboriginal education project. Kevin Smith chronicles the influences behind shelving the Wyndham Report, a major policy initiative, and Anna Alderson offers a case history of policy-making and implementation.

Chaille, A. & Thompson, J.A. (1983). Studies on Various Aspects of Women in Educational Administration in Hawaii. Educational Perspectives, 22 (1), pp. 25-31.

Provides abstracts of six studies investigating: differences in managerial styles and philosophies of, leadership behavior between, and differences in the use of suspensions by male and female administrators; effectiveness of female principals in Hawaii; conditions influencing career aspirations of female teachers and administrators; and leadership training for women in administration.

Lupini, D. (1975). Women in Administration--Where are They? Education Canada, 15 (4), 17-22.

There is inequality in most school systems, the author says. He takes a look at the problem, analyzes some of its possible causes and makes some pertinent suggestions. (Editor).

Selected Bibliography of Egyptian Educational Materials, (1976), 2 (2). Washington, D.C.: National Science Foundation.

One hundred fourteen entries on 58 topics are contained in the selective annotated bibliography of Egyptian publications on education. Included are journal articles, books, and government documents published during 1976. Content includes the following topics: adult education, Arabic language, audiovisual aids, child upbringing, civics, economics of education, education

and international understanding, educational administration, experimental schools, faculties and universities, home economics, industrial schools, Islamic education, mathematics, ministry of education, philosophy of education, post-graduate studies, private education, reading, religious education, school libraries, school theater, sports education, teacher training, and textbooks. Aspects of all educational levels are represented. Each entry contains author, title, source, page, date, length, and an annotation of several short paragraphs. Lists of authors and addresses of sources conclude the document.

Selected Bibliography of Egyptian Educational Materials, (1976), 2 (4). Washington, D.C.: Office of Education (DHEW).

One hundred seventy entries on 69 topics are contained in the selective annotated bibliography of Egyptian publications on education. Included are journal articles, books, and government documents published during 1976. Content includes the following topics: Arabic language, art education, civics, commercial schools, comparative education, curricula, dissemination of information, educational administration, educational facilities, educational television, faculties and universities, foreign students, illiteracy, industrial education, mathematics, mental health, nurseries, organization of research, philosophy of education, primary education, religious education, scholarships, school administration, secondary education, social service, sports education, teacher training, textbooks, vocational guidance, and women's education. Each entry presents author, title, source, page, date, length, and an annotation of several short paragraphs. Lists of authors and addresses of sources conclude the document.

Nursing

Geissler, E.M. (1985). Personality Characteristics and Feelings of Power-Powerlessness in Nurse and Non-Nurse Leaders (Doctoral dissertation, The University of Texas at Austin, 1984). Dissertation Abstracts International, 45 (7-B), 2101-2102.

This study described the relationship between a complex of selected personality characteristics of female nurse and non-nurse leaders and their feelings of power-powerlessness. The framework was Maslow's hierarchy of needs and female role socialization. Using a descriptive correlational design and random sampling procedures, data were collected through an anonymous mail questionnaire. The sample consisted of 131 female heads of university nursing programs and 108 female heads of other university departments.

The questionnaire consisted of three separate instruments. The Information Sheet obtained demographic information. The Stern Activity Index was modified and obtained information about the personality characteristics of nurses and leaders and included abasement-assurance, achievement, affiliation, aggression-blame avoidance, change-sameness, deference-restiveness, dominance-tolerance, energy-passivity, harm avoidance-risktaking, nurturance, play-work, and supplication-autonomy. Information on power-powerlessness in the professional role as head of the department, personal roles with significant others, and societal role as a citizen in a democratic community was obtained

with three researcher designed Power Dimension Scales.

Data indicated that the personality characteristics of nurse leaders did not differ significantly from non-nurse leaders using one-way ANOVA. Secondary role socialization into the predominantly female nursing profession was not established. Discriminant analysis yielded significant differences in autonomy, risktaking, and achievement. Nurse leaders' personality characteristics of nurturance, passivity, and limited dominance were classified at Maslow's lower levels but these subjects also held personality characteristics attributed to leaders, e.g. aggression, autonomy, change, risktaking, and achievement. These are classified at the top two levels of Maslow's hierarchy. A significant correlation between nurturance and autonomy suggested the need for further investigation of nurturance as a characteristic of a female leader.

Nurse leaders and non-nurse leaders perceptions of power in their personal roles with significant others or as citizens in a democratic community failed to reach significance. The nurse leaders felt significantly more powerful in their professional roles and professional power correlated positively with autonomy. Power clearly emerged as containing a reciprocal situational relationship that changed within the professional, personal, and societal roles investigated.

Miscellaneous

Gregory, Jeanne (1988). Sex, Race, and the Law. Newbury Park,CA.: Sage Publications.

Morrison, A.M.; White, R.P.; & Van Velsor, E. (1987). Breaking the Glass Ceiling. Can Women Reach the Top of America's Largest Corporations? Greensboro, N.C.: Center for Creative Leadership.

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Project on the Status and Education of Women (1988). It's All in What You Ask: Questions for Search Committees to Use. Washington, D.C.: Association of American Colleges.

Shaver, P. & Hendrick, C., Eds. (1987). Sex and Gender. Review of Personality and Social Psychology 7. Newbury Park, CA.:Sage Publications.

Silver, P.F. Women in Educational Leadership: A Trend Discussion. Columbus, Ohio: University Council for Educational Administration.

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Webb, L.D., Stout, R., & Metha, A. (1986). Overcoming Sex Disequity in Educational Administration: Eliminating Persistent Barriers Through the Development of an Instrument for Department Self-Assessment and a Model for Institutional Change. Tempe, Arizona:University Council for Educational Administration.